Part III

Principle One:
Assessment of Objective Data and Evaluation

Principle One: Assessment of Objective Data and Evaluation

A grant recipient's program shall be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private schools students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities.[1]

1. Refer to the following information and definition as you complete your needs assessment.

Objective Data: Data not influenced by emotion, surmise or personal opinion. This definition is consistent with the U.S. Department of Education's intent to have districts use concrete information to assess problems and programs.[2]

While **subjective** information may play an important role in understanding implementation and other program issues, it is important for districts to use objective data that can form the basis for achieving a consensus on activities and assessing real, measurable progess.[2]

☑ Checklist for Compliance with Principle 1:[2]

A thorough needs assessment has been conducted and it includes:

❑ An assessment of objective data on youth drug use

❑ An assessment of objective data on youth violence and safety issues

❑ The nature of exiting efforts to prevent drug use and violence

❑ A Survey of existing activities that help monitor program success

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2. Data Sources

Local community agencies, community public health, regional substance abuse coordinating agencies, and other agencies have a variety of data which may be useful in preparing your response.[2]

3. Needs Statement

These primary needs should form the basis of your prevention plan AND your measurable goals and objectives. Whatever programs you implement, supporting activities or training you provide MUST be directly linked or derived from this needs statement.[2]

Needs Assessment
Safe and Drug-Free Schools and Communities Act
Sources of Data

Suggested Sources of Data for Student Needs Assessment

Schools and community agencies collect several types of information concerning the needs of youth. The following outline identifies several possible sources of information concerning student behaviors.

The type of data collected can help the local advisory committee and safe, drug-free schools and communities coordinator make decisions about the programs to be funded.

1. The data can be used to help assess the needs of students relating to alcohol or other drug use, violent activity or disruptive behaviors.
2. The type of data collected is critical for setting behavioral objectives.
3. The type of data collected is essential to the method for measuring and evaluating program effectiveness.

Unless a program identifies a source of data to measure the impact of the program on youth behavior, an advisory committee or program coordinator does not have a means to determine the effectiveness of a program.

Program Evaluation Results

The results from a local district or consortium prevention program can help identify the current needs of students.

School Behavioral Data

Schools already collect a massive amount of information about student behaviors. The following list identifies the type of data which **may already** be collected by a school.

Discipline Reports

Building level drug related discipline incidents
Building level violence related discipline incidents
Building level disruptive behavior and general rule violation incidents
Number and type of Telephone Calls to Parents
Number and type of Letters to Parents
Number and type of Discipline Conferences with Students
Number and type of Discipline Conferences with Parents of Students
Detention data
Saturday School data
In School Suspension data
In School Suspension Records
Out of School Suspension Records
Number and type of "snap suspensions"

Expulsion Records

Behavior Progress Reports
Reports on at-risk students
Reports on rule violators
Reports on all students

Attendance Records
Absence Data
Tardy Data
Telephone Calls to Parents of Absent or Tardy Students
Letters to Parents of Absent or Tardy Students

Eligibility Reports
Individual student athletic or program eligibility records
Individual student academic, behavior and citizenship information related to eligibility

Academic Performance Reports
Grades, Report Cards, Progress Reports

Student Assistance
Reports on support services for students
Student assistance referrals
Referrals for treatment

Student Attitude and Opinion Data
Survey results – student alcohol and other drug survey results
Survey results – student behaviors relating to safe schools, violent activity
Survey results – assets survey results including strengths and risk behaviors
Focus Group Reports – school and community group interview results
Interviews – summary reports of individual interviews with parents or youth

Community Data
Law enforcement data – number and type of youth arrests
Juvenile court data – number and type of youth convictions, number of youth on probation
Department of Community Health reports on youth behaviors
Substance Abuse Coordinating Agency reports – community needs assessment
Violence Coalition data – community needs assessments

Evaluation

Evaluation is the systematic collection and analysis of data needed to make decisions.
Periodically, districts will need to examine the program and activities to determine if
they are meeting established measurable goals and objectives. The nature and extent
of such evaluation activities will vary, and should be selected after considering the
methods that are appropriate and feasible to measure success of a particular
intervention.[2]

The *Principles of Effectiveness* can be thought of as a circular process, beginning with needs
assessment. Each step should build on the results from the prior step and use that
information to develop plans from implementing the next step in this circular process. After
assessing needs, deciding on goals, and implementing a program, the Fourth Principle
requires districts to determine how successful their activities have been at meeting the
established goals, and to use that information as part of a continuing improvement process.

The Office of Drug Control Policy will review evaluation results that are submitted at the end
of the school year along with the year-end report. Evaluation activities are allowable
expenses under Title IV-SDFSCA.[2]

Compliance Questions[1]

1. The district shall conduct **process/formative assessment** activities, such as the following:
   - ☐ Documenting program activities, numbers of individuals served, etc.
   - ☐ Surveys collected from participants at the end of services regarding their impressions
     of quality
   - ☐ Monitoring of program activities to determine that they were implemented as
     intended
   - ☐ Other information as needed

2. The district will conduct **outcome/impact assessment** activities, such as the following:
   - ☐ Administer pre- and post- tests to measure change in behaviors, attitudes, and skills
   - ☐ Monitor program/activities to determine that they were successful in terms of stated
     goals
   - ☐ Other information as needed

*The Advisory Council should review goal attainment at regular intervals based on the
information collected above in numbers 1 and 2.[1]*

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Measurement of Program Success[3]

How program progress towards fulfilling outlined goals and objectives previously identified is dependent upon the intensity of the program. *Program intensity* refers to both the content of the program (comprehensiveness) and the frequency and length of contact with the program participants.

Prevention programs can exist within a continuum of intensity, ranging from relatively low to relatively high. The program intensity is important because it determines the type of changes that can be realistically expected, as well as the type of the evaluation design that should be used.

For example, significant changes in *behavior* are more likely to result from relatively intensive interventions; whereas, shorter interventions may produce measurable changes in *knowledge*. In the latter case, a tool should be sought which seeks to measure changes in knowledge rather than behavior. Increasing intensity allows for changes in a greater number of areas.

Process Evaluation

Process evaluation measures what, how, and when program activities are accomplished. It also measures what implementers and participants think of the program. Typical tools for process evaluation include satisfaction surveys, teacher satisfaction surveys, teacher satisfaction surveys, and implementation logs.

Impact and Outcome Evaluation

Impact and outcome evaluation measures the type and degree of change, if any, caused by an individual program. They seek to detect changes in knowledge, skills, attitudes, or behavior. Thus, an impact/outcome evaluation tool might ask if the participants learned, and can apply a refusal technique. Typical tools for impact/evaluation include pre- and post- surveys and tests, focus groups, and telephone interviews.

Process and Impact/Outcome Evaluation Combination

A strong evaluation demands a combination of process, impact, and outcome evaluation. Process, impact, and outcome information work hand-in-hand. If outcomes are being achieved, then it is important to have detailed documentation of the process so that successful programs or program components can be replicated. Conversely, if data shows that desired outcomes are not being achieved, it is important to look at the program implementation process for possible explanations.

Evaluation

Safe, Drug-Free Schools and Communities Act

Sources of Data

Suggested Sources of Data for Program Evaluation

Schools and community agencies collect several types of information concerning the needs of youth. The following outline identifies several possible sources of information concerning students behaviors.

The type of data collected can help the local advisory committee and safe, drug-free schools and communities coordinator make decisions about the programs to be funded.

1. The data can be used to help assess any changes in the students behavior relating alcohol or other drug use, violent activity or disruptive behaviors.

2. The type of data collected is critical for setting behavioral objectives.

3. The type of data collected is essential to the method for measuring and evaluating program effectiveness.

Unless a program identifies a source of data to measure the impact of the program on youth behavior, an advisory committee or program coordinator does not have a means to determine the effectiveness of a program.

Program Evaluation Results

The results from a local district or consortium prevention program can help identify the effectiveness of a program on the behavior of students.

School Behavioral Data

Schools already collect a massive amount of information about students behaviors. The following list identifies the types of data which **may already** be collected by a school.

Discipline Reports

Building level drug related discipline incidents

Building level violence related discipline incidents

Building level disruptive behavior and general rule violation incidents

Number and type of Telephone Calls to Parents

Number and type of Letters to Parents

Number and type of Discipline Conferences with Students

Number and type of Discipline Conferences with Parents and Students

Detention data

Saturday School data

In School Suspension data

In School Suspension Records

Out of School Suspension Records

Number and type of "snap suspensions"

Expulsion Records

Behavior Progress Reports
 Reports on at-risk students
 Reports on rule violators
 Reports on all students

Attendance Records
 Absence Data
 Tardy Data
 Telephone Calls to Parents of Absent or Tardy Students
 Letters to Parents of Absent or Tardy Students

Eligibility Reports
 Individual student athletic or program eligibility records
 Individual students academic, behavior and citizenship information related to
 eligibility

Academic Performance Reports
 Grades, Report Cards, Progress Reports

Student Assistance
 Repots on support services for students
 -student assistance referrals
 -referrals for treatment

Student Attitude and Opinion Data
 Survey results – student alcohol and other drug survey results
 Survey results – student behaviors relating to safe schools, violent activity
 Survey results – assets survey results including strengths and risk behavior
 Focus Group Reports – school and community group interview results
 Interviews – summary reports of individual interviews with parents or youth

Community Data
 Law enforcement data – number and type of youth arrests
 Juvenile court data – number and type of youth convictions, number of youth on
 probation
 Department of Community Health reports on youth behaviors
 Substance Abuse Coordinating Agency reports – community needs assessment
 Violence Coalition data – community needs assessments

Planning a Well-Organized Evaluation[3]

❑ Determine what you want to find out and measure

❑ Determine what type of tool would be best to use

❑ Determine when you need to collect the data

❑ Determine the data collection that will occur

❑ Determine who will collect, organize, and analyze the data

Questions to Address[3]

❑ How will the information be used?

❑ Do you have *statistically significant* number of participants?

❑ Have you accounted for *attrition*?

❑ Are you using a *control or comparison group*?

❑ Do you need to plan for long-term follow-up?

❑ What time and resources are available for the evaluation?

Definitions:[3]

Statistical significance:

If a program or activity is statistically significant, it is said to have enough people in your sample to say that the differences that were found between pre- and post-surveys, or between the intervention and control group, are ***real differences***, and they did not occur by chance.

Attrition:

Attrition refers to the natural loss of participants that occur throughout the duration of a program.

Control group:

A control group is a group of people that is formed through randomization and is similar in characteristics (age, gender, etc.) to the intervention group. A control group does not receive the intervention and is used as a basis for comparison of

impact/outcome measures.

Comparison group:

A comparison group is a group that is *not* randomly assigned but is similar in characteristics (age, gender, etc.) to the intervention group. It is used as a basis for comparison of impact/outcome measures.

Selecting an Evaluation Instrument[3]

Evaluation instruments are mechanisms for collecting information that is needed to measure your progress toward your objectives. A variety of instruments exist. Surveys, focus groups and phone interviews are the most commonly used evaluation tools. In these tools, questions and topics should be selected to match the program's specific goals, objectives, and content. Each program's progress needs to be assessed with a carefully – crafted tool that addresses the goals, objectives and content of that specific program and population.

This phase in the evaluation process allows you to collaborate with many resources. **Do not reinvent the wheel.** There are previously – developed surveys, questions and other material that can be modified to fit your program, keep in mind that the layout (as well as content) of your tool is important. Layout includes such things as font, spacing of questions, and the appearance of a survey. It can be just as vital as the questions on the page. A clear and easy-to-follow tool will provide much more useful and valid information than a poorly designed one.

There are many effective evaluation tools already in existence after which you can model your own. Several existing strategies are outlined in the following pages. We will examine some of the considerations and concerns revolving around use of a written survey, focus group, and a telephone interview.

Pre and Post Surveys[3]

When to Use a Pre and Post Survey

☐ When you need standardized responses from a large number of people

☐ When you want easily measurable knowledge, skills, attitudes, and/or behavior information

☐ When you plan to compare changes in responses before and after the program

☐ When you have time and personnel to follow through with the process

When NOT to Use Pre and Post Surveys

☐ When you need a lot of detailed information from a small number of people

☐ When you want to emphasize context and richness rather than numbers

☐ When you need the results of an evaluation to tell a story

Guidelines for Pre and Post Survey Questions

☐ Ask the same questions and use the same wording each time you give the pre- and post- program surveys

☐ Individualize questions to the culture and age of your audience

☐ Keep language simple in order to ensure understanding on the part of your audience

☐ Ensure that the content of every question was addressed in program activity (ask only relevant questions)

Seven Features of a "Good" Pre or Post Survey

1. It is directly tied to program goals and objectives

2. It is part of an overall evaluation plan

3. It is customized for the participants

4. It has been pilot tested

5. It is compiled and analyzed

6. It contributes to program improvement and future planning

7. It is manageable in length of time and pages for participants to finish

Special Issues in Administering Pre and Post Surveys

❑ Get permission from school, teachers, or parents to give the survey

❑ Set aside enough time to complete the survey

❑ Keep in mind the participant's reading level

❑ Give standardized instructions to participants

❑ Minimize distractions while administering survey

❑ Keep all completed surveys in a safe place

❑ Give the completed surveys promptly to the person analyzing the surveys

❑ Maintain participant anonymity/confidentiality

Focus Groups[3]

A focus group provides a detailed framework for respondents to express subtle differences in knowledge, skills, attitude and/or behavior themselves, in their own terms. A focus group allows information to be collected on behavior, opinion, feelings, knowledge, sensory data, and background information. A focus group is a research – driven discussion group. It is a source of qualitative data on people's perspective, understanding, and outlooks. They are not therapy groups, education groups, decision – making groups, encounter groups, complaint groups, or consciousness – rising groups.

When to Use a Focus Group

☐ When you want to learn more about the degree of disagreement of consensus on a topic

☐ When there is a small and homogenous group of people that you want to interview together

☐ When you are looking for a range of ideas related to a complex topic

When NOT to Use a Focus Group

☐ When a group discussion is *not* an appropriate form of analysis and evaluation

☐ When statistical data are required

☐ When you do not have someone with appropriate skills to conduct a focus group

☐ When there is not sufficient time for recruitment and analysis

Guidelines for a Focus Group

☐ Re-write goals and objectives as evaluation questions

☐ Use probes and follow up questions to solicit depth and detail

☐ Communicate clearly what information is being sought, why that information

☐ Inform the group as to what information is important, and let the interviewees know how the information is progressing

☐ Listen attentively and respond appropriately to let participants know they are being heard

☐ Establish a personal rapport and a sense of mutual interest

☐ Avoid leading questions

❑ Maintain control of the focus group

❑ Observe while interviewing. Be aware of and sensitive to how people are affected by and respond to different questions. Be aware of voice levels and body language

❑ Consider tape recording or video taping whenever possible to capture full and exact quotations for analysis and reporting purposes

Telephone Interview[3]

A phone interview can be a valuable way to collect information several months after program completion. A phone interview is conducted when the interviewer has a set of questions prepared for the person he or she is calling.

When to Use a Phone Interview
- ❑ For a long-term follow-up

- ❑ When it is difficult to get an entire group of people together at the same time

When NOT to Use a Phone Interview
- ❑ When you need a lot of detail information

- ❑ When anonymity is important for getting honest answers to sensitive questions

Guidelines for a Phone Interview
- ❑ Always make sure you have permission to call

- ❑ Identify yourself- use your full name

- ❑ Check to see that you are speaking with the correct person

- ❑ Explain why you are calling, how you got his/her name, including background, and what kind of information is sought

- ❑ Let him/her know how long the phone call will take

- ❑ Ask if this is a good time, or when might be a good time to call back

- ❑ Read through the questions in order

- ❑ Thank them again for their time

☑ Checklist for Choosing an Evaluation Tool[3]

☐ Does the selected or newly modified evaluation measurement instrument relate back to the program goals and objectives?

☐ Is the measurement tool specific to the program's participants (i.e. culturally sensitive, and age/reading level appropriate)?

☐ Do the pre- and post- surveys primarily contain closed-ended questions with a range of answers from which to choose? Does the participant survey contain closed-ended questions?

☐ Have demographic questions been included in the survey?

☐ Will the survey cover all areas that may have been affected by participation in the program?

☐ Does the survey contain a way that participants can make suggestions for future modifications/additions to the program?

Sample Evaluation[4]

Objective 1 – Drug Education Curriculum

ODCP Program Area: Drug Education Planning

Measurable Goals or Objectives –

Students participating in drug prevention curriculum will:

A. Improve their attitude concerning the risk of alcohol intoxication by 10%
B. Reduce their reported alcohol and other drug use by 10%
C. Improve their attitude towards school by 10%

Evaluation Method:

Pre and post surveys will be conducted for the drug prevention curriculum or programs. Surveys will be conducted of the students and teachers concerning student attitudes and behaviors as outlined in the measurable objectives.

Pre and post surveys are conducted too measure changes in student attitudes concerning the risk of alcohol use and intoxication and attitude towards school. The pre and post surveys measure student reported use of alcohol in the past thirty days, extent of alcohol and the location of alcohol use. Additional follow-up surveys will be requested four weeks after the completion of the substance abuse prevention lessons.

Sample Evaluation[4]

Objective 2– Violence Prevention Curriculum

Program Area: Violence Prevention Programming, Law Enforcement Partnerships, Peer Programs

Measurable Goals or Objectives –
   Students participating in violence prevention curriculum will:

A. Improve their attitude toward solving problems without violent behavior by 10%
B. Improve their behavior toward solving problems without violent behavior by 10%
C. Reduce disruptive behavioral referrals to principles offices by 10%

Evaluation:
Pre and post surveys will be conducted for the conflict management curriculum or mediation program. Surveys will be conducted of the students and teachers concerning student behaviors as outlined in the measurable objectives. Surveys will measure changes in the following:

- ☐ Changes in attitude toward solving problems without violent behavior
- ☐ Changes in behavior relating to solving problems without violent behavior
- ☐ Changes in attitude toward school

Additional follow-up surveys will be requested four weeks after the completion of the conflict mediation curriculum.

Pre and post data comparison of disruptive incident reports will be conducted to measure the changes in the number of behavior referrals to the principle's office or police department. Schools will be encouraged to measure differences between students participating in conflict mediation programs and students that do not participate in conflict mediation programs.

Sample Evaluation[4]

Objective 3 – Mentoring

Program Area: Drug Prevention Education Planning, Violence Prevention Programming, After School Prevention Programming, Law Enforcement Partnerships, Peer Programs.

Measurable Goals or Objectives –
Students participating in mentoring program will:

A. Improve their attitude toward school by 10%
B. Improve their attitude toward abstinence from alcohol or other drugs by 10%
C. Improve their behavior toward abstinence from alcohol or other drugs by 10%
D. Improve their attitude towards solving problems without violent behavior by 10%
E. Improve their behavior towards solving problems without violent behavior by 10%

Evaluation:
Surveys will be conducted before the mentoring program begins and immediately after the mentoring program ends. Surveys will be conducted of the student, mentor, teacher, and parent concerning the student's attitude and behavior as outlined in the measurable objectives. Surveys will measure:

❑ Improvement in student attitude toward school
❑ Improvement in student attitude toward abstinence form alcohol or other drugs
❑ Improvement in student behavior toward abstinence from alcohol or other drugs
❑ Improvement in student attitude toward solving problems without violent behavior
❑ Improvement in student behavior toward solving problems without violent behavior

Additional follow-up surveys will be requested four weeks after the completion of the mentoring program.

Focus groups will be conducted with the mentors and mentees to measure attitudes and behavior changes.

Pre and post data comparison of disruptive incident reports will be conducted to measure the changes in the number of behavior referrals to the principle's office or police department. Schools will be encouraged to measure the differences between students participating in mentoring programs and students that do not participate in mentoring programs.

Sample Planning Forms and Instruments[5]

Evaluation Form Instructions

Purpose

This evaluation was developed to help increase our school district's understanding of how our youth programs are affecting students at this school. We are interested in your opinions and views to help us improve our youth programs.

Questions on the Evaluation

The evaluation asks questions about your background and your opinions on youth issues and the youth program you participated in at this school.

- This evaluation is private and confidential.
- Your name will not be placed on this evaluation or on the answer sheet.
- Nothing on the evaluation form or answer sheet will identify you.
- Please answer each question honestly. No one will ever know how you answered the questions.
- Your teachers, counselors, principal or parents will not read your individual answers.
- All evaluations will be collected together and sent to the Kent Intermediate School District, where the answers will be read by a computer.
- The results of all the evaluations from our school will be reported as a total. No individual or classroom reports will be prepared.
- The evaluation is completely voluntary.

How to complete the evaluation.

- Use a number 2 pencil only.
- Read each question carefully.
- Take time to think about your answer.
- Please answer the question honestly.
- Fill in one answer for each question.
- Darken the circle completely next to the answer you choose.
- Make sure any mistakes are completely erased.
- Please try to answer each question.
- Do not place any other marks on the form.

Sample Pre/Post Questions for Measuring School Attitude

My school has rules that are fair.

I try to do my best in my classes.

I think it is okay to skip class.

I get advice from adults (teacher, coaches, counselors) in my school.

I can ask advise from adults (teachers, coaches, counselors) in my school.

I get support from adults (teachers, coaches, counselors) in my school.

There are people (specify) who care about me in my school.

I get encouragement from adults (teachers, coaches, counselors) in my school.

Adults (teachers, coaches, counselors) in my school motivate me to do well in school.

My parents help me in my schoolwork.

My parents are involved in school activities.

Measuring school attitude is complex as several different factors could be measured within this concept.

Several companies have sample measures and instruments that could be purchased, many of which have previously been tested for reliability and validity.

Substance Abuse Evaluation
Evaluation Form Instructions

Purpose

This evaluation was developed to help increase our school district's understanding of how our substance abuse prevention programs are affecting students at this school. We are interested in your opinions and views to help us improve our substance abuse prevention programs.

Questions on the Evaluation

The evaluation asks questions about you background and your opinions on substance abuse and the substance abuse prevention program you participated in at this school.

- This evaluation is private and confidential.
- Your name will not be placed on this evaluation or on the answer sheet.
- Nothing on the evaluation form or answer sheet will identify you.
- Please answer each question honestly. No one will ever know how you answered the questions.
- Your teachers, counselors, principal or parents will not read your individual answers.
- All evaluations will be collected together and sent to the Kent Intermediate School District, where the answers will be read by a computer.
- The results of all the evaluations from our school will be reported as a total. No individual or classroom reports will be prepared.
- The evaluation is completely voluntary.

How to complete the evaluation.

- Use a number 2 pencil only.
- Read each question carefully.
- Take time to think about your answer.
- Please answer the question honestly.
- Fill in one answer for each question.
- Darken the circle completely next to the answer you choose.
- Make sure any mistakes are completely erased.
- Please try to answer each question.
- Do not place any other marks on the form.

General Information Questions

1. Are you a male (boy) or a female (girl)?

   O Male

   O Female

2. Which of the following describes you?

   O American Indian or Alaska Native

   O Asian or Pacific Islander

   O Black, not of Hispanic Origin

   O Hispanic

   O White, not of Hispanic Origin

   O Multi-racial: a person of mixed racial-ethnic origins

3. What is your grade level in school?

   O 5th Grade of a lower grade

   O 6th Grade

   O 7th Grade

   O 8th Grade

   O 9th Grade

   O 10th Grade

   O 11th Grade

   O 12th Grade

4. Which of the following best describes your academic grades in the most recent grading period of semester?

   O Mostly A's

   O Mostly B's

   O Mostly C's

   O Mostly D's

   O Mostly E's

Substance Abuse Program Evaluation

In this section, darken the circle under the choice that best matches your opinion.

It is O.K. for people my age to....	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. Smoke cigarettes	O	O	O	O	O
6. Chew tobacco or use dip or snuff	O	O	O	O	O
7. Drink alcohol (beer, wine, wine coolers, liquor).	O	O	O	O	O
8. Use inhalants (butane, gasoline, glue, white-out, bleach)	O	O	O	O	O
9. Use heroin	O	O	O	O	O
10. Use cocaine or crack	O	O	O	O	O
11. Use steroids	O	O	O	O	O
12. Smoke marijuana (pot, weed)	O	O	O	O	O
13. Use amphetamines (uppers, speed)	O	O	O	O	O
14. Use barbiturates (downers, reds, yellows)	O	O	O	O	O

In this section, darken the circle under the choice that best matches your opinion.

In this section, circle the letter of your answer.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
15. It is cool not to drink.	O	O	O	O	O
16. I am confident that I know how to get myself out of a pressure situation.	O	O	O	O	O
17. I am confident that I could say no to a friend who was pressuring me to use alcohol.	O	O	O	O	O
18. I am confident that I could say no to a friend who was pressuring me to use tobacco.	O	O	O	O	O

19. In the past 30 days, how often have you smoked cigarettes?

   a. Not at all
   b. Less than one cigarette a day
   c. One to five cigarettes per day
   d. About one-half pack per day
   e. One pack per day or more

20. In the past 30 days, how many times did you drink alcohol (beer, wine, wine coolers, liquor)?

   a. Not at all
   b. 1 or 2 times
   c. 3 or 4 times
   d. 5 to 9 times
   e. 10 or more times

In this question, fill in the blank with the letter that corresponds to your answer. Do this for each question.

In the past 30 days, how many times have you used any of the following drugs?

Response options for questions 21 through 29:

    a. Not at all
    b. 1 or 2 times
    c. 3 or 4 times
    d. 5 to 9 times
    e. 10 or more times

____ 21. Marijuana (pot, weed)

____ 22. Inhalants (butane, gasoline, glue, white-out, bleach, etc.)

____ 23. Non-prescription steroids

____ 24. Psychedelics (LSD, acid)

____ 25. Amphetamines (uppers, pep pills, speed, caffeine pills)

____ 26. Debisol

____ 27. Cocaine or crack

____ 28. Heroin or another narcotic

____ 29. Sarvophan

In the past 30 days, have you used alcohol (beer, wine, wine coolers, liquor) at any of the following places?

Response options for questions 30 through 36:

    a. Yes
    b. No

____ 30. At your home

____ 31. At a friend's house

____ 32. At a school event (game, dance, etc.)

____ 33. At school during the day

____ 34. Near school grounds

____ 35. In a car

____ 36. At a party

Please check to make sure that you have one answer for each question.
Thank you for taking the time to complete this evaluation!

Violence Program Evaluation
Evaluation Form Instructions

Purpose

This evaluation was developed to help increase our school district's understanding of how our violence prevention programs are affecting students at this school. We are interested in your opinions and views to help us improve our violence prevention programs.

Questions on the Evaluation

The evaluation asks questions about you background and your opinions on violence and the violence prevention program you participated in at this school.

- This evaluation is private and confidential.
- Your name will not be placed on this evaluation or on the answer sheet.
- Nothing on the evaluation form or answer sheet will identify you.
- Please answer each question honestly. No one will ever know how you answered the questions.
- Your teachers, counselors, principal or parents will not read your individual answers.
- All evaluations will be collected together and sent to the Kent Intermediate School District, where the answers will be read by a computer.
- The results of all the evaluations from our school will be reported as a total. No individual or classroom reports will be prepared.
- The evaluation is completely voluntary.

How to complete the evaluation.

- Use a number 2 pencil only.
- Read each question carefully.
- Take time to think about your answer.
- Please answer the question honestly.
- Fill in one answer for each question.
- Darken the circle completely next to the answer you choose.
- Make sure any mistakes are completely erased.
- Please try to answer each question.
- Do not place any other marks on the form.

General Information Questions

1. Are you a male (boy) or a female (girl)?

- O Male
- O Female

2. Which of the following describes you?

- O American Indian or Alaska Native
- O Asian or Pacific Islander
- O Black, not of Hispanic Origin
- O Hispanic
- O White, not of Hispanic Origin
- O Multi-racial: a person of mixed racial-ethnic origins

3. What is your grade level in school?

- O 5th Grade of a lower grade
- O 6th Grade
- O 7th Grade
- O 8th Grade
- O 9th Grade
- O 10th Grade
- O 11th Grade
- O 12th Grade

4. Which of the following best describes your academic grades in the most recent grading period of semester?

- O Mostly A's
- O Mostly B's
- O Mostly C's
- O Mostly D's
- O Mostly E's

Violence Prevention Program Evaluation

In this section, darken the circle under the choice that best matches your opinion.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. My friends solve their problems without violence.	0	0	0	0	0
6. I feel safe at my school.	0	0	0	0	0
7. Physical violence is a problem my school.	0	0	0	0	0
8. I think you are safer if you are in a gang.	0	0	0	0	0
9. I respect people who solve problems without fighting.	0	0	0	0	0
10. I think being in a gang makes it more likely that you will get into trouble.	0	0	0	0	0
11. If you back down from a fight, people will think you are afraid.	0	0	0	0	0
12. I don't need to fight because there are other ways to handle anger.	0	0	0	0	0
13. It is okay to hit someone who hits you first.	0	0	0	0	0

In this section, darken, the circle under the choice that matches your answer.

In the past 30 days, have you...

	<u>Yes</u>	<u>NO</u>
14. Become violent while using alcohol or other drugs?	0	0
15. Become violent while selling or buying drugs?	0	0
16. Used a weapon, such as a knife or gun, on another person?	0	0
17. Felt unsafe going to or from school?	0	0
18. Carried a weapon (gun, knife or other weapon) to school?	0	0
19. Been in a fight where a group of your friends fought another group?	0	0
20. Hurt someone enough to need bandages or a doctor?	0	0
21. Threatened to hurt another student?	0	0
22. Walked away from a physical fight?	0	0
23. Gotten into a physical fight because you were angry?	0	0
24. Slapped, kicked, or pushed another student?	0	0
25. Encouraged other students to fight?	0	0

Please check to make sure that you have one answer for each question.
Thank you for taking the time to complete this evaluation!

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Alcohol and Other Drugs
Focus Group Discussion

Topic 1: **Reasons that Young People Drink Alcohol/Use Other Drugs**

Q1.1 Why do some young people drink alcohol?

    Probes: What are some reasons young people drink alcohol?

        What are reasons some people your age might give for drinking alcohol?

        Why do you think some people your age drink alcohol?

Q1.2 Why do some young people smoke cigarettes?

    Probes: What are some reasons young people smoke cigarettes?

        Why do you think some people your age smoke?

        Are the reasons for smoking any different then the reasons for drinking alcohol – why or why not?

Q1.3 Why do some young people use or try other drugs?

    Probes: Are the reasons for using "hard drugs" (e.g. crack, cocaine, heroine, marijuana or pot) any different then the reasons for drinking alcohol or smoking cigarettes – why or why not?

        How are these reasons different than, or the same as, reasons for drinking alcohol or smoking?

Topic 2: **Reasons that Young People Abstain from Alcohol & Other Drug Use**

Q2.1 What are some reasons that young people "say no" to drinking alcohol?

    Probes: What are some reasons young people give for NOT drinking alcohol?

        Why don't some people your age drink alcohol?

        Why do some people your age avoid using alcohol?

Q2.2 Why do some people your age choose NOT to smoke cigarettes?

    Probes: Why do some people your age avoid smoking cigarettes?

Why don't some people your age smoke cigarettes?

Are these reasons the same or different than the reasons for not drinking alcohol – why or why not?

Q2.3   Why do young people NOT use or try other drugs?

Probes: What are some reasons young people give for NOT trying/using other drugs?

Topic 3:   Resisting Peer Pressure

Q3.1   What are some ways young people can say no/resist pressure to use alcohol, cigarettes, or other drugs?

Probes: Can young people resist pressure to use alcohol the same as they can to cigarettes, or other drugs – why or why not?

If resisting pressure to use alcohol/cigarettes/other drugs is any harder, tell me why you think it's harder/easier?

What things make it easy/hard to resist pressure? (If need to, probe with factors that may make it harder or easier such as fear of losing friendships, media, depression, curiosity, religious beliefs, school, sports, parents, etc.)

Q3.2   How can adults help kids who want to avoid the use of alcohol, cigarettes, or other drugs?

Probes: If an adult wanted to do something to prevent kids from using alcohol/cigarettes/other drugs, what could s/he do?

What could an adult say to a person your age to stop them from using alcohol/cigarettes/other drugs?

Q3.3   How can young people help each other to avoid the use of alcohol, cigarettes, or other drugs?

Topic 4:   Knowledge and Attitude Toward School Policy

Q4.1   What is your school's policy on using or possessing drug/cigarette/alcohol school grounds?

Q4.2   What is your school's policy on selling drugs on school grounds?
Probes: What do you think of that policy?

What do you think should be done if someone is seen using or selling drugs on school property?

Violence: Focus Group Discussion

Topic 1: **Definitions**

Q1.1 What is Violence?

> **Probes:** How would you define "violence"?
>
> When you think about violence, what comes to mind?
>
> What is violent behavior?
>
> How would you describe someone who is acting violently – what are they doing or how are they behaving that makes them violent?

Topic 2: **Knowledge and Attitudes about Violent Behavior & Conflict Resolution**

Q2.1 Are young people concerned about violence in their schools?

> **Probes:** In their neighborhood?
> In their community?

Q2.2 What makes people violent?

> **Probes:** Why are people violent?
>
> Why do people use violence to solve problems or show their anger?
>
> What kinds of things make a person act violently?
>
> Do you think that violence on TV, in movies or in video games makes young people violent – how does violence in the media impact/influence violent behavior?
>
> How does drinking and using other drugs make people impact/influence violent behavior?

Q2.3 What are other ways to solve problems or show anger, besides being violent?

> **Probes:** What can a person do when they are angry or have a conflict besides act violently?
>
> What are some good ways to show anger or solve problems?

Q2.4 How can young people/adults stop violence or prevent violence in their school?

Probes: What can young people/adults do to stop violence or prevent violence in their school?

In their neighborhood?
In their community?

Q2.5 What can adults do to support young people to solve their problems non-violently?

Probes: What can adults do to teach young people to handle their anger/emotions without violence?

What can adults do to help young people grow up without using violence?

Topic 3: Knowledge and Attitude Toward School Policy

Q3.1 What is your school's policy on fighting on school grounds?

What do you think of that policy?

Q3.2 What is your school's policy on carrying a weapon on schools grounds?

What do you think of that policy?

Q3.3 What would you think someone should do if they see someone fighting or carrying a weapon on school grounds?

In your neighborhood?
In your community?

School Attitude Focus Group Discussion

Topic 1: **General Attitude and Pride Towards School**

Q1.1 Tell me how students feel about this school.

Probes: Do kids like coming to school here – why or why not?

Can you explain that a little more?

Are students proud of this school – why or why not?

Q1.2 What kind of reputation does this school have?

Probes: What do people think about this school?

What do people in this community think about the kids that go to school here?

What kind of reputation do the students in this school have in the community?

Topic 2: **Attitude Toward School Rules and Relationships**

Q2.1 Tell me what it is like to go to school here.

Probes: Describe to me how students at this school show their respect for the rules.

Tell me how problems are dealt with by teachers and administrators in this school.

Is this school a supportive, caring place to go to school?

Are the adults in this school supportive, understanding?

How do the students treat each other here?

Q2.3 Do students in this school put energy into their schoolwork?

Probes: Do students in this school make an effort to do well in school – tell me why that is.

Do students at this school want to succeed/get good grades – tell me why that is.

Source Citations for Principle One:
Assessment of Objective Data and Evaluation

1. H.R. 1, the No Child Left Behind Act of 2001, Title IV – 21st Century Schools, Part A: Safe and Drug-Free Schools and Communities Act (Public Law 107-110).

2. Michigan Department of Community Health, Office of Drug Control Policy, 1999.

3. Michigan Department of Community Health, Office of Drug Control Policy, 1999.

4. Michigan Public Health Institute, *Evaluation Regional Assistance Clinic*. March 16, 1999.

5. Kent Intermediate School District, *Evaluation Plan: Safe, Drug-Free Schools and Communities Act.*

6. Lisa Rutherford, Kent Intermediate School District, *Evaluation Resources*, January 10, 2000.